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ABSTRACT

This report evaluates the effectiveness of a module for classroom teachers. The development of this module was an attempt to assist teachers in functioning more effectively in the education decision making process. This module focused on teacher participation and roles in teacher education programs and gave special attention to competency based teacher education (CBTE) and cooperative teacher education centers. Evaluation of the module's effectiveness indicated that these efforts toward preparing teachers for a collaborative role may have been partially successful, but many of the teachers involved indicated a high degree of frustration and futility about obtaining appointment to Local Cooperative Teacher Education Center. The module did serve as an effective instrument to create awareness of the potential collaborative role of the practicing teacher in the governance of teacher education. It was also found that while significant gains in both knowledge of and positive attitudes toward CBTE were achieved by the end of the module, the gain in knowledge was not maintained six months later. (Appendixes include pre- and post-tests used to determine teachers' knowledge of CBTE and the questionnaire administered to determine the module's long-range goals.) (DMT)

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THE EFFECT OF SPECIFIC TRAINING AND INTERVENTION UPON THE PERFORMANCE OF CLASSROOM TEACHER COLLABORATION ACTIVITY IN TEACHER EDUCATION

by

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THE EFFECT OF SPECIFIC TRAINING AND INTERVENTION UPON THE PERFORMANCE OF CLASSROOM TEACHER COLLABORATION ACTIVITY IN TEACHER EDUCATION

Let me say from the outset that the research reported in this paper was secondary to the developmental function of the original project. In fact, the project was planned prior to and without consideration for the present study. However, it should be pointed out that both the purposes of the training activity and the purposes of the subsequent research study were completely compatible, even though the controls within the study were minimized.

The training project was conceived as one module of the Texas Classroom Teachers Association Fifth Annual Conference on the Improvement of Instruction. This conference is a continuing affair which was jointly initiated by the Texas Classroom Teachers Association and a small group of professors at North Texas State University. One or two conferences are held each summer. The team of professors has remained fairly constant over the years, and they have insisted on maintaining essentially the same format each time, although the topics have varied. The specific activities of the module I am reporting will be explained in more detail in another section of this paper. As noted in the title the emphasis has been on helping teachers improve their own skills in the classroom and this module was somewhat outside of that frame of reference. The module as titled and described

in the Conference Program was as follows:

Advocating the Teacher's Role in Educational Decision Making

The value of and the need for teachers' participation in educational decision making is recognized more today than ever before. Teachers as effective agents in this process have been hampered in the past by the necessity of educating themselves to fulfill this role as most preparation programs and staff development programs have not given direct attention to the skills and knowledge which form the basis for effective collaboration. The introduction of this module into the Conference is a limited attempt to assist teachers in functioning more effectively in some educational decision making processes. While there are many areas which require effective teacher advocacy, this module will focus itself on teacher participation and roles in teacher education programs, both pre-service and in-service. Specially, the module will give attention to the following areas:

1. Competency Based Teacher Education (CBTE). Attention will be given to establishing a knowledge of the movement itself as well as how classroom teachers serve as input systems in the planning and developing of teacher preparation and staff development programs.

2. Local Cooperative Teacher Education Centers. The concept of the cooperative center as specifically designed by TEA Standards will be explored, with special attention to the role of the classroom teacher. Additionally, a basic knowledge of the present Standards will be included.

3. Accreditation of Teacher Education Programs. An examination of serving as an effective member of visitation teams will be the central theme. Attention will be given to both Texas Education Agency teams and procedures and to functioning as a team member for the National Council for Accreditation of Teacher Education (NCATE).

Although the description was a fairly accurate reflection of the intended content of the module, the title was too broad and this resulted in some participants signing up for this module with the expectation of dealing with such topics as negotiations, building representation, and effective legislative activities, primarily associated with professional welfare concerns. Some of these persons dropped out the first day, but five or six stayed for the duration of the sessions.

One other note needs to be inserted at this point. In the process of actually preparing the instructional sequences it became apparent that time limitations would preclude treating each of the three topics. Therefore, I arbitrarily decided to treat only the first two, CBTE and Local Cooperative Teacher Education Centers, because these were two of the "hottest" topics in Texas at that time. Also, I felt that those two topics could incorporate the ingredients needed to insure the developmental purposes of the module. The content of these topics will be more fully described later.

In approaching this activity from a more research oriented base, the title was changed to be the same as the one used for this paper. This title more truly reflects the evaluative questions, while simultaneously recognizing the developmental aspects of the module. That the teaching profession will participate in the governance of teacher education is no longer an issue (1, 2, 3, 5, 9, 12). The only questions that remain to be resolved are those related to how and under what conditions collaboration will take place. The study is an attempt to gain

some insight into the process while simultaneously trying to be in a position to influence the form and style of classroom teacher participation in decision making in teacher education. The study was developed in three independent, but interrelated phases.

Phase I

The subjects were given a pre-test and a post-test on attitudes and knowledge of CBTE using an instrument developed by Sandefur and Westbrook. (Appendix A) Four days of instruction, consisting of lectures, media presentations, selected readings, small group discussions, and simulation activities covered topics related to Competency Based Teacher Education and Local Cooperative Teacher Education Center.

Data collected during this phase were treated by comparing pre-test and post-test results in the attitude scale and pre-test and post-test results on the knowledge by the use of a simple "t" test. Pearson Product-Moment Correlations were run between the attitude scale and the knowledge scale for both pre-tests and post-tests.

Phase II

While significant differences, or the lack of differences, in Phase I could imply changes in behavior in the real world setting, this study could not be complete without an appraisal of whether or not these participants actually put into practice the instructional activities. This appraisal was accomplished through the development of a questionnaire which would be mailed

to each participant near the end of the 1974-75 academic year. (Appendix B) All of the eighteen students who completed the module ultimately responded to the questionnaire. The questionnaire provided for both forced and open responses, and these results are reported in terms of kind and amount of activity.

Phase III

Inasmuch as this study was developmental in nature and there was no control group in the design, any attempt to appraise the possible effects of either Phase I or Phase II would have to be reported in a descriptive rather than a comparative basis Nevertheless, I will later make some qualitative judgements based on my analysis of the responses to the questionnaire.

The subjects for this investigation were those teachers who chose to attend and complete the module on the Teacher's Role in Educational Decision Making. This module was one of six available to the approximately one hundred conference participants. Twenty-one teachers chose this module, and that number is reflected in the pre-test figures. However, only eighteen chose to complete the module, and that number is reflected in the post-test and follow-up data.

In composition, these eighteen participants, eleven females and seven males, seemed to be a highly qualified and professionally oriented group representing all levels of classroom teaching. Five were elementary teachers, four were junior high school teachers (predominantly mathematics and English), four secondary

school teachers (Spanish and English), one special education teacher, one counselor, one strategist with ESAA (K-8 mathematics), one staff member of a metropolitan local teachers association, and one N.E.A. staff member. Years of teaching experience were as follows:

One - Five	1
Five - Ten	6
Ten - Fifteen	5
Fifteen - Twenty	2
Twenty - plus	4

In terms of educational background eight of the eighteen held master's degrees. They appeared to be "Texas" based as fourteen of the bachelor's degrees and six of the master's degrees were obtained in instate institutions. Most, with the exceptions of special education and elementary education, reported academic majors or double majors with education at the baccalaureate level. However, six of the eight with master's degrees majored in education at that level. Several reported work beyond the master's, but only one actually declared herself as a doctoral student.

Perhaps the most significant characteristic of this group as it effects subsequent conclusions was their memberships in professional teachers associations. Membership in comprehensive associations is reported as follows:

National Education Association	13
Texas State Teachers Association	17*
Texas Classroom Teachers Association	16
Local TSTA or Local CTA units	11

* 100 percent of those eligible.

Memberships in national, state, and local units of special affiliates or curricular groups are reported as follows:

National Level

American Association of Teachers of Spanish and Portuguese	2
Association of Childhood Education	1
American Council for Teachers of Foreign Language	2
American Personnel and Guidance Association	1
Council for Exceptional Children	1
Modern Language Association	1
National Association for Retarded Citizens	1
National Council of Teachers of English	1
National Council of Teachers of Mathematics	1
Total	11

State Level

Retired Teachers Association	1*
Texas Association for Retarded Citizens	1
Texas Council for the Social Studies	1
Texas Council of Teachers of English	2
Texas Foreign Language Association	2
Texas Personnel and Guidance Association	1
Total	8

* respondent is not retired

Regional and Local Levels

Association for Children with Learning Disabilities	1
Council for the Social Studies	1
Council for Teachers of Mathematics	1
Counselors Association	1
Texas Foreign Language Association	1
Total	5

In addition to these kinds of memberships several respondents indicated membership in honorary fraternities and other scholarly associations.

The instructional format of the module extended over a four day period. However, the participants were in the specific training module only a part of this period. The schedule for the Conference was as follows:

First Day

10:00 - 12:00	General Session
1:00 - 5:00	Module (instruction)

Second Day

9:00 - 12:00	Module (instruction)
1:00 - 4:00	Module (instruction)
4:00 - 5:00	General Session

Third Day

9:00 - 12:00	Module (workshop development)
1:00 - 3:00	Module (workshop development)
3:00 - 5:30	Presentations by Groups

Fourth Day

9:00 - 12:00	Presentations by Groups
12:00 - 1:00	General Session

Examination of the schedule would reveal that ten hours were devoted to actual instruction, five hours to workshop program preparation, and several hours to "field testing" the workshop models.

During the instruction period of the first day the basic activity was lecture/discussion of some aspects of CBTE and of recent changes in the Texas Standards for Teacher Education and Certification. Instruction focused on the Local Cooperative

Teacher Education Center as described by TEA (11) and by subsequent additions to the Standards. Instruction regarding CBTE drew heavily from Elam's work (3) and from the Standards. Each participant was provided with a list of twelve objectives. At the final module session the group and the instructor attempted to determine the extent to which the objectives had been met. The following list indicates those objectives which the group felt it had achieved.

Achieved

1. define CBTE in terms that are consistent with the TEA definition.
2. identify at least three essential characteristics of CBTE.
3. identify at least three program features which often accompany CBTE.
4. diagram the organizational chart of the Local Cooperative Teacher Education Center as described by the TEA.
5. identify the components of the LCTEC.
6. identify potential teacher center members which are not mentioned in the TEA model.
7. prepare a selected bibliography of at least ten books about CBTE which could be recommended to an ISD for a professional library.*

* A part of the instructional period was devoted to this activity. I had selected twenty-five to thirty books from my personal library and these were available for participant use. Performance-Based Teacher Education: An Annotated Bibliography, PBTE Series: No. 7 was in the collection. (It was added to the TCTA traveling library collection by the recommendation of this group.)

Objectives which the group felt were only partially achieved were:

Partially Achieved

1. describe a teacher center as a site program.

2. analyze the LCTEC with respect to governance.

3. distinguish between cooperation and collaboration.

4. define the approved program concept.

One of the objectives;

present a short, illustrated lecture on group activity to other teachers on each of the topics:
(a) CBTE.
(b) teacher centers.

was, by its very nature, not accomplished, although some of the module participants indicated they probably could accomplish this during the coming academic year.

The emphasis on CBTE included lecture/discussions of:

TEA Definition (10) trans. no. 1

Quality teacher preparation programs are inevitably complex whether they are based on the principles of Competency-Based Education or some other concept. Competency-Based Education as a concept, however, is inherently simple. Its essence is contained in the following definition which represents the official State position and is compatible with the commitment to the principle of program approval.

> Competency-based preparation of public school professional personnel is a process including program provisions which are based on (a) specification of objectives, (b) identification of strategies to attain the objectives, and (c) use of assessment/evaluation criteria to determine whether the specific objectives have been attained.

Also inducted were materials from Elam's A Resume of Performance Based Teacher Education, PBTE Series: No. 1-a (4). These were: trans. no.

Essential Elements

There now appears to be general agreement that a teacher education program is performance-based if:

1. Competencies (knowledge, skills, behaviors) to be demonstrated by the student are derived from explicit conceptions of teacher roles, stated so as to make possible assessment of a student's behavior in relation to specific competencies, and make public in advance.

2. Criteria to be employed in assessing competencies are based upon, and in harmony with, specified competencies; explicit in stating expected levels of mastery under specified conditions; and made public in advance.

3. Assessment of the student's competency uses his performance as the primary source of evidence; takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behaviors; and strives for objectivity.

4. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion.

5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

These are generic, essential elements. Only professional training programs that include all of them fall within the AACTE Committee's definition of performance-based teacher education.

There is another, longer list of elements that may and often do accompany performance-based programs. They should be thought of either as implied or as related and desirable. The categorization of "implied" or "related-desirable" is empirically rather

than theoretically based and represents observer perceptions of performance-based teacher education in action.

Implied Characteristics trans. no. 3

1. Instruction is individualized, personalized, and modularized.
2. The learning experience of the individual is guided by feedback.
3. The program as a whole is systemic.
4. The emphasis is on exit, not on entrance, requirements.
5. The student is held accountable for performance, completing the program when, and only when, he demonstrates the competencies that have been identified as requisite for a particular professional role.

Related and Desirable Characteristics

1. The program is field-centered.
2. There is a broad base for decision making (including such groups as college/university faculty, students, and public school personnel).
3. The protocol and training materials provided to students focus upon concepts, skills, knowledges, (usually in units called modules) which can be learned in a specific instructional setting.
4. Both the teachers and the students are designers of the instructional system.
5. The program is open and regenerative; it has a research component.
6. Preparation for a professional role is viewed as continuing throughout the career of the professional.
7. Instruction moves from mastery of specific techniques to role integration.

Some attention was also directed to the newly created State Commission for Professional Competencies.

In the realm of teacher centers this module gave minimal attention to the center as a student teaching site, but focused

its attention to the Texas Education Agency Model of the Local Cooperative Teacher Education Center, which was to be the principal vehicle for the governance of teacher education programs in the State. The LCTEC is more explicitly viewed through the reports of the TEA as follows:

Local Cooperative Teacher Education Center

(See Organizational Diagram - trans. no. 4)

The Local Cooperative Teacher Education Center is a cooperative effort of the initiating college/university or consortium of colleges/universities, the local school district (LEA) or consortium of school districts, and the local professional organization(s). During the five-year transitional period experimentation with various types of local organizational structure is to be encouraged.

Senate Bill 8 implementation is to be the basic minimum requirement of the Local Cooperative Teacher Education Center. In addition, it will have representation of local professional organization(s) selected by the college(s)/university(s) in consultation with the local school district(s). (The college(s)/university(s) will take the leadership in working out a plan for the selection of the local professional association(s) representative(s).)

1. Organization.

   a. Initiative for organization to be the responsibility of a college/university.

   b. Organization to be based upon a contractual agreement between a college(s)/university(s) and a local school district(s).

c. Participating members to be one or more colleges and/or universities, one or more local school districts and one or more local professional organizations.

d. Local professional organizations invited to participate are selected by the college(s)/university(s) in consultation with the local school district(s).

2. Membership.

a. Composition.

(1) Representative(s) from one or more colleges/universities including at least one dean or head of education.

(2) Representative(s) from one or more local school districts.

(3) Representative(s) from one or more local professional organizations.

b. Appointment.

(1) College/university representative(s) appointed by the institution represented and serves at the pleasure of the institution.

(2) LEA representative(s) appointed by the school district represented and serves at the pleasure of the district.

(3) Professional Organization representative(s) appointed by the professional organization(s) chosen by the college(s)/university(s) to be represented and serves at the pleasure of the professional organization.

c. Number.

(1) Number from each center member to be determined by the Center Agreement.

(2) Total to vary in keeping with number of members of the Center.

d. Term of Office.

(1) To be determined by the Center Agreement.

e. Functions.

(1) To serve as a base for studying local teacher education program needs.

(2) To plan with the local school district(s) the facilities, supplies, equipment and services provided by the local school district for student teaching and paid for with the $50 per supervising teacher as provided in Senate Bill 8.

(3) To advise the college(s)/university(s) on matters regarding teacher education/certification programs.

(4) To advise the local school district(s) on matters regarding student teaching and field experiences for teachers in preparation.

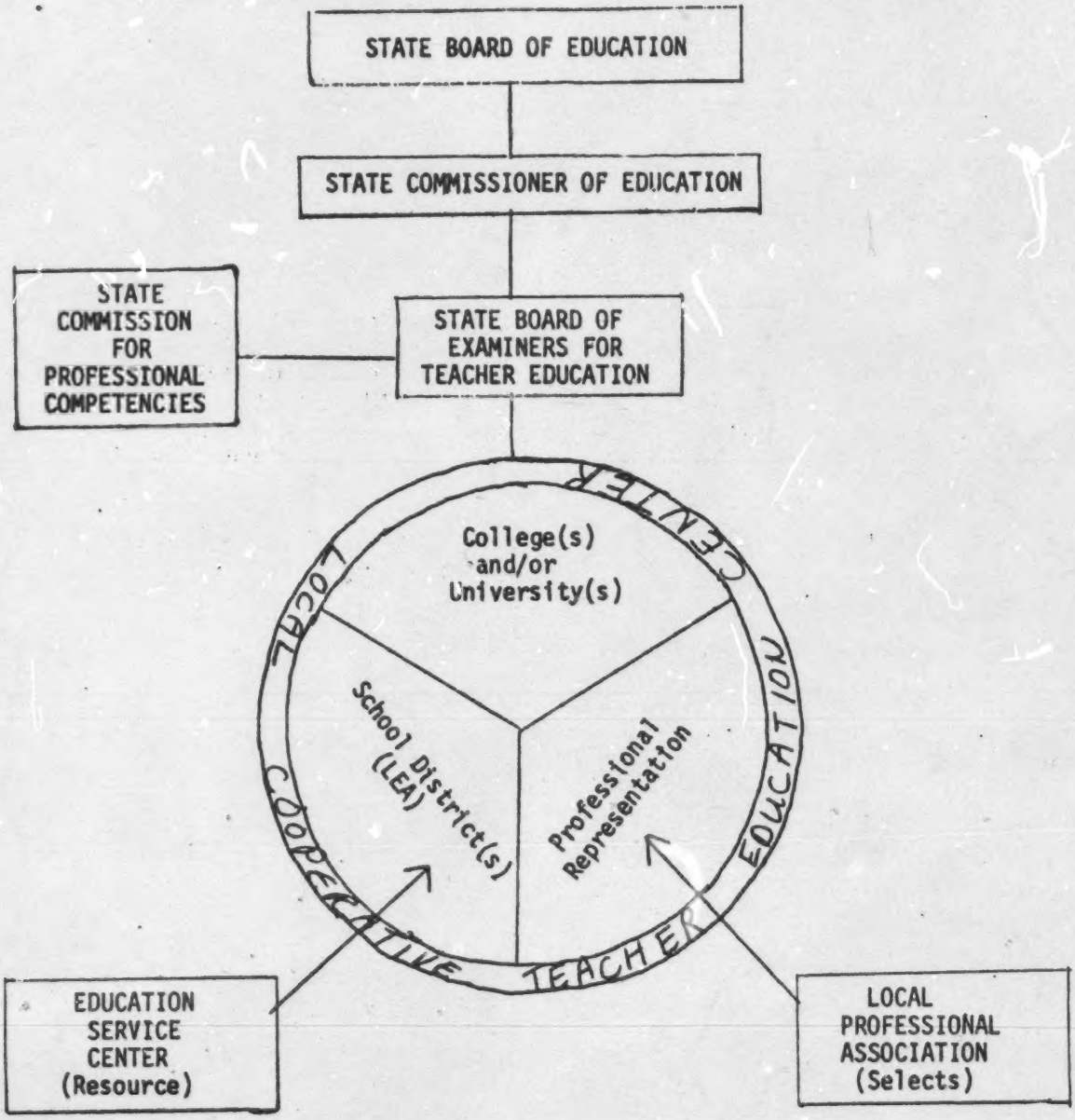
(5) To advise the local school district(s) and college(s)/university(s) on in-service programs for supervising teachers and college representatives.

(6) To develop procedures for recommending the supervising teachers from the local school district(s) to serve in the student teaching program.

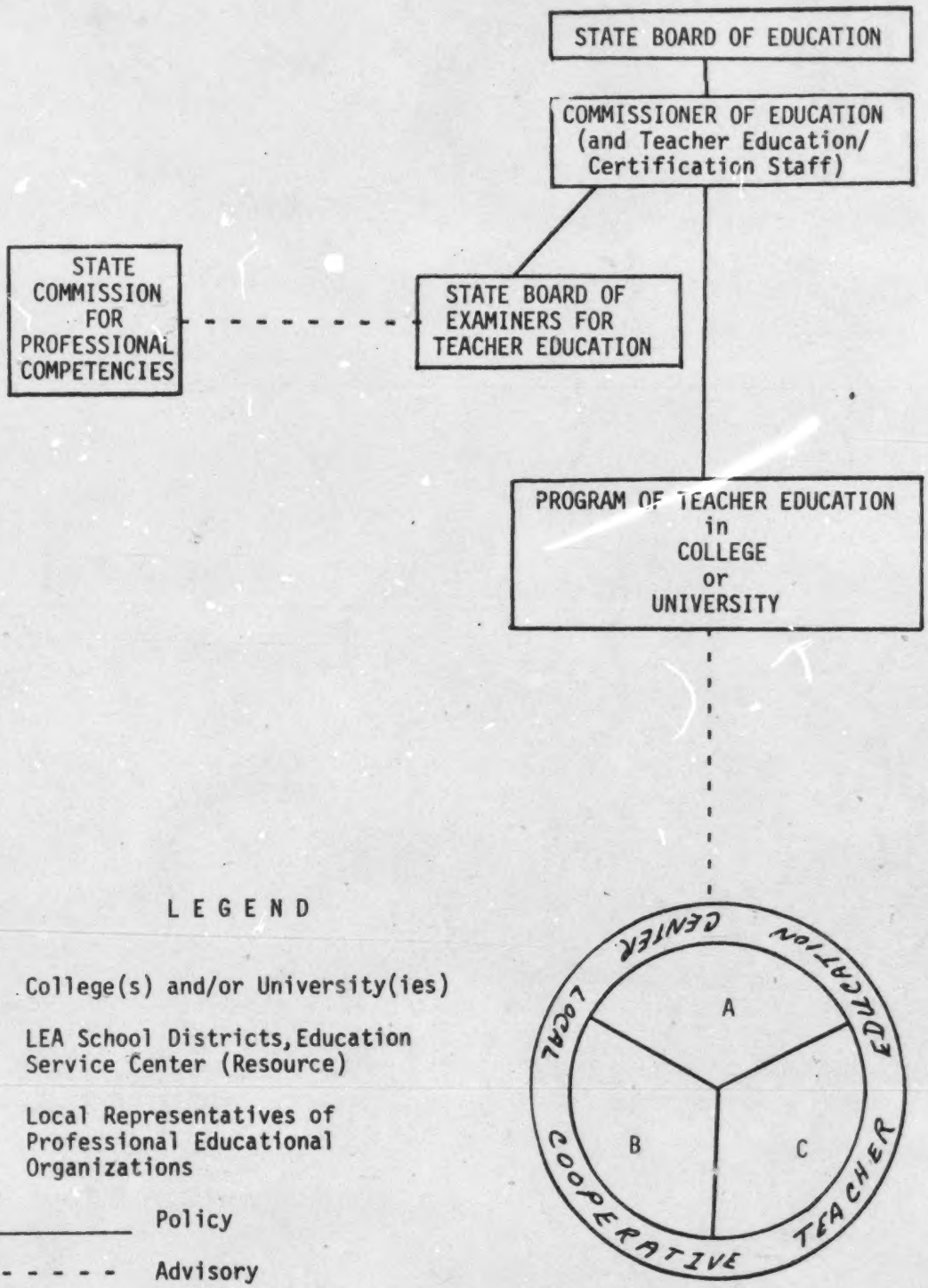
(7) To involve other agencies and groups to serve in resource and advisory capacities as agreed upon by the participating members.

There was a major question about the nature of the LCTEC to the colleges and universities. The Revised Organizational Diagram (trans. no. 5) was an attempt to dramatize the advisory role of the center and to reiterate the autonomy of the college or university.

ORGANIZATIONAL DIAGRAM



ORGANIZATIONAL DIAGRAM - Revised


STATE BOARD OF EDUCATION
COMMISSIONER OF EDUCATION (and Teacher Education/ Certification Staff)
STATE COMMISSION FOR PROFESSIONAL COMPETENCIES
STATE BOARD OF EXAMINERS FOR TEACHER EDUCATION
PROGRAM OF TEACHER EDUCATION in COLLEGE or UNIVERSITY
LOCAL CENTER FOR TEACHER EDUCATION COOPERATIVE
A
B
C

L E G E N D

A College(s) and/or University(ies)

B LEA School Districts, Education Service Center (Resource)

C Local Representatives of Professional Educational Organizations

_____ Policy

- - - - - - Advisory

A secondary purpose of the annual TCTA Conferences on the Improvement of Instruction has been to deliberately attempt to train the participants in such a fashion that they can return to their local association units and local school districts prepared to serve as resource persons for both association programs and in-service programs for the local district. The goal has been to help each participant develop the skills and confidence to actually present the instructional phases of the module to local groups of teachers.

In order that these participants not rely too heavily on prepared speeches, each of the module directors tries to provide some kinds of participation and/or simulation experiences as a model for involving participants and as a means of providing a greater variety of program activities. Incidentally, our experience seems to indicate that these teacher/leaders are able to organize and present these kinds of in-service programs with more confidence than they do with the more conventional lecture/discussion approach.

In the module on the Teacher's Role in Educational Decision Making certain modified portions of the TEC (Teacher Education Center) Workshop Kit (7) were used to provide appropriate simulation activities. This kit provides several different kinds of materials and can be administered without experienced trainers. Developed collaboratively between Creative Learning Systems, Inc.,

and the SITE Project of the Cleveland Commission on Higher Education, the Workshop Kip materials encourage participants to become highly involved with fundamental issues in teacher-education partnerships and to communicate effectively about the value of such cooperative efforts. Two of the simulation activities were selected for use in this conference module.

"Centering"

This activity with the use of audio tapes, role cards, and schematic representation of an elementary school building establishes a Situation in which one is placed as a teacher in a school which has been designated as a Teacher Education Center--a place where teachers, student teachers, and university coordinators can work together on developing a combined pre-service and in-service training program. One room in the building has been set aside for Center activities. The Task becomes recommending to a TEC Steering Committee how the room should be used. Some specific questions, such as, Who should have access to the room?, What sort of activities should take place there?, and How should the room be furnished?, are provided by the materials. Other questions and concerns originate with the participant group.

"Pros and Cons"

A modified approach to this simulation activity emphasized the intent to force participants to think and then rethink positions in the issue and incorporate them into

this session. All participants were forced to take "pro or con" positions and to publicly acknowledge their stand to their peers on the issues under consideration. The issues revolved around questions of finance, student teacher assignment practices, multi/mono institutional organizations, the respective roles and influences of public school/college personnel in matters of public school/college programs and curriculum and in the area of staff development.

The preceding simulation activities and the workshop development sessions totaled about five hours and occupied most of the third day's activity.

Following the simulation series the module participants developed a Workshop Model of their own. Most of it was specifically designed for use in Texas, but the role playing portion could be applicable to a wider population. This Workshop Model for the Teacher's Role in Educational Decision Making is available from the Center for Professional Services, Texas Classroom Teachers Association, Austin, Texas. The Workshop Model includes:

1. Texas Education Agency descriptions of the Organization, Composition, and Functions of the Local Cooperative Teacher Education Center. (There have already been alluded to previously and are included in the body of this paper.)

2. Copies of the Organizational Diagrams of the LCTEC, both original and revised versions. (These are the ones which were shown on transparencies and are incorporated in this report.)

3. Information on Senate Bill 8. This is the basis of state support for student teaching. The basic provisions of this Bill are loosely translated as:

   Provides $200 per year per student as long as there are no more cooperating teachers that 70% of the total number of student teachers. This roughly translates into 50% of the cooperating teachers are required to have a student teacher each semester.

   The local ISD is provided $50 per student teacher to support in-service and pre-service as it relates to the student program. LCTEC is supposed plan with local ISD as to how the money is spent.

4. Teacher Centering: Texas Adventure
   (A TCTA In-Service Mini-Course)

   This mini-course provides each participant in a local ISD in-service workshop with a statement of objectives, a brief description of the structure and functions of the LCTEC, and background setting for a role playing situation entitled "Collaboration in Teacher Education". This simulation setting is similar to the TEC Workshop, but specific financing, as per Senate Bill 8 funds, and roles specified according to LCTEC organizational standards relate it specifically to the Texas situation.

The members of the module on Decision Making were divided into four teams of four or five members, and at the culmination of their training experience, each team presented the Workshop Model which had been developed to the participants in the other modules of the conference. This activity required some of the third day and the morning of the fourth day, as each module shared its in-service program with each of the other module groups.

The Sandefur and Westbrook instrument designed to measure attitude toward and knowledge of CBTE was administered as the initial activity of the module and was administered as a post-test after the sharing sessions on the fourth day of the conference. The analysis of these data and comparable data obtained

from the follow-up study is reported as follows:

Correlations for Attitudes Toward CBTE and Knowledge of CBTE

	Correlation	Significance
Pre-Test	.46	.05
Post-Test (C)	-.038	NS*
Post-Test (FU)	.51	.05

C indicates conference
FU indicates follow-up
* Observation of the data indicated one set of scores completely at variance with the rest of the scores. When data were tabulated without this response a correlation of .465 was obtained and this too would have been significant at the .05 level.

The discrepancies in these figures cloud the interpretation of these data. If the total N report is assumed to be correct some explanation would probably be necessary. However, if the one case was treated as an unusable return the results would be fairly consistent and within general expectations.

Mean Changes on Knowledge of CBTE

	Mean	S.D.	t	p
Pre-Test	15.14	4.63		
Post-Test (C)	20.11 (gain)	2.99	-3.91	.001
Pre-Test	15.14	4.63		
Post-Test (FU)	16.77 (gain)	2.75	-1.31	.09
Post-Test (C)	20.11	2.99		
Post-Test (FU)	16.77 (loss)	2.75	3.78	.001

Examination of these data indicate that while there was a significant gain in knowledge between the initial testing and the end of the conference, the gain in knowledge was not maintained six months later. The mean scores were still directly upward from the pre-test, but there was a significant loss in knowledge between the end of the conference and the follow-up

date. Insofar as these materials and procedures are concerned, it must be concluded that this short term training did not materially effect the knowledge of CBTE possessed by the participants.

Mean Changes in Attitudes Toward CBTE

	Mean	S.D.	t	p
Pre-Test	79.86	16.03		
Post-Test (C)	91.30 (gain)	9.70	-2.65	.012
Pre-Test	79.86	16.03		
Post-Test (FU)	89.55 (gain)	12.78	2.06	.02
Post-Test (C)	91.30	9.70		
Post-Test (FU)	89.55 (loss)	12.78	-0.47	.32

Examination of these data reveals that significant gains in attitudes toward CBTE were achieved. This was true both for the duration of the conference and for the time from beginning the conference to follow-up. While there was some loss from the peak attitude scores reported at the end of the conference, this loss was not significant. It would seem reasonable to conclude that this activity produced positive attitudes toward CBTE and that these attitudes are maintained.

If one assumes a relative degree of constancy for the correlation of knowledge and attitudes and then compares relative changes in these two factors it might be proposed that these types of conference activities are effective agents in the affective domain, but are not necessarily effective vehicles for instigating change in the cognitive domain.

Attempts to determine professional activity were made through the use of a questionnaire. The participants had been previously

directed to maintain some kind of record of their professional leadership activities, but no requirement was made of this, and it is not known how many of the respondents actually kept such a record. Professional activity responses were analyzed and reported in terms of offices and appointments held, Professional/In-service activities, specific uses of the information and materials obtained through participation in the module and activity associated with LCTEC.

The frequency of recent or current leadership roles is reported by levels as follows:

National Level

Professional Staff Member	1
Delegate	1
Vice-President	1
Trustee	1

State or District Level

President	1
Board of Directors	2
Delegate	1
Committee Memberships (state)	9
Committee Memberships (district)	1

Local Association Level

Professional Staff Member	1
President	7
Vice-President	1
Secretary	1
Committee Memberships	14
Faculty or Building Representatives	4

In reporting the number and kind of professional/in-service activities the responses of the two professional staff members were omitted. Of the remaining sixteen respondents ten indicated personal activity in this area. These activities are reported as they principally relate to organizational affairs, curriculum

and instruction, and collaboration in teacher education.

Organizational Affairs

Speaker	7
Panel Member	5

Curriculum and Instruction

Speaker	7
Local Career Education Committee	1
Volunteer (Migrant Ch. Ind. Read. Prog.)	1

Collaboration and Teacher Education

Speaker - CBTE	3
Speaker - Teacher's Role in Decision Making	1
Evaluator - CBTE	1

It would seem safe to conclude that these sixteen participants are active in leadership roles. Most of their activity is centered in professional association organizational affairs, followed by topics in curriculum and instruction. While limited, it might be possible to assume that the leadership roles in CBTE and collaboration are related to participation in the conference module. Also, this limited amount of participation may be just the beginning of activity in that realm, while association affairs and curricular matters have long been areas of general concern to teachers.

One question was asked to determine the specific uses, if any, that the respondents had made of the materials and information provided in the conference module. Eight of the group did not respond to this item or reported that they had made no use of the module, although four or five reported that they had approached the persons responsible for planning in-service

programs, and that their requests to plan programs on these topics had been turned down. The remaining ten respondents indicated a variety of uses. These are summarized as follows:

Uses of Module Information and Materials

Speaker	3
Presented mini-course	1
Reported to local associations	3
Reported to Local In-Service Committees	3
Arranged In-Service Program	1
Shared information with:	
Colleagues	3
School Board Members	1
Representatives	1
Used as a Basis for Paper in Graduate Class .	1

I thought that the last person was the most original, but not necessarily the person who made the greatest impact on teacher collaboration efforts. It seems that for those who did make use of the module, they found several very fruitful means to disseminate the information. It was interesting to note that this module was reported to local school board members and state legislators.

One of the long range goals of this module had been to assist classroom teachers to prepare themselves to become effective members of Local Cooperative Teacher Education Centers, and the last request on the questionnaire was designed to elicit responses related to this feature of the governance structure of teacher education in Texas. One person indicated that he was serving as a member of a LCTEC. He was representing a local CTA. Another person reported being appointed to a LCTEC by virtue of being the immediate past president of a local association, but she had attended only one meeting when the Center was reorganized,

and she is no longer a member. One person reported attending two one-day in-service programs on the campus of the sponsoring college of the LCTEC of which her school district was a member. These three people were the only teachers reporting any direct relationship with a LCTEC. The role of the NEA professional negated any opportunity for her to participate, but the local association staff member is serving as advisor to the classroom teacher representatives in the LCTEC for that city.

The remaining thirteen participants, who did not indicate a relationship with a LCTEC, were asked the following questions, and their responses are reported below.

Do you feel qualified to serve on a Center?
yes - 8 no - 0 N/A - 5

Do you think you will have an opportunity to serve on a LCTEC?
yes - 1 no - 4 N/A - 8

What group would you most likely represent on a LCTEC?
Teacher Association - 5 School District - 1 N/A - 7

These efforts toward preparing teachers for a collaborative role may have been partially successful, but many of these teachers indicated a high degree of frustration and a sense of futility about how to get appointed to a LCTEC. However, this module did serve as effective instrument to create awareness of the potential collaborative role of the practicing teacher in the governance of teacher education. Perhaps participation in the Module on the Teacher's Role in Decision Making did not help these teachers to achieve any kind of parity status in the teacher education process, but it surely served to create the desire and willingness to find a means of fulfilling that role in the future.

These teachers are not only willing, but eager to participate in the shared governance of teacher education. I am looking forward to working with them in this endeavor.

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APPENDIX A

COMPETENCY-BASED TEACHER EDUCATION

POLARIZED ADJECTIVE SCALE

Below you will find a list of opposing descriptive adjectives. Each of these pairs of adjectives are separated by a segmented line. Please place a check mark (✓) on the line between each pair of adjectives at the point that best describes your feeling toward Competency-Based Teacher Education. The closer the check mark is toward either end of the segmented line the greater the intensity of your feeling in the direction of the adjective at that end.

Example:

senseless:_____:_____:_____:_____:_____:_✓_:____:sensible

Work fairly rapidly as your first inclination will probably be most accurate.

mechanistic:_____:_____:_____:_____:_____:_____:_____:humanistic

untimely:_____:_____:_____:_____:_____:_____:_____:timely

successful:_____:_____:_____:_____:_____:_____:_____:unsuccessful

important:_____:_____:_____:_____:_____:_____:_____:unimportant

progressive:_____:_____:_____:_____:_____:_____:_____:regressive

negative:_____:_____:_____:_____:_____:_____:_____:positive

logical:_____:_____:_____:_____:_____:_____:_____:illogical

inferior:_____:_____:_____:_____:_____:_____:_____:superior

worthless:_____:_____:_____:_____:_____:_____:_____:valuable

adequate:_____:_____:_____:_____:_____:_____:_____:inadequate

vague:_____:_____:_____:_____:_____:_____:_____:clear

rigid:_____:_____:_____:_____:_____:_____:_____:flexible

restrictive:_____:_____:_____:_____:_____:_____:_____:permissive

static:_____:_____:_____:_____:_____:_____:_____:dynamic

systematic:_____:_____:_____:_____:_____:_____:_____:haphazard

APPENDIX A2

COMPETENCY-BASED TEACHER EDUCATION:

WHAT DO YOU THINK IT'S ALL ABOUT?

Please respond to the following statements by circling "A" if you agree, "D" if you disagree, or "U" if you are unable to decide because of a lack of information concerning the statement.

A D U 1. Competency-Based Teacher Education (CBTE) requires a re-examination and a re-structuring of conventional faculty roles in a teacher education institution.

A D U 2. CBTE emphasizes demonstrated competence by the prospective teacher, rather than passing courses, as a means to evaluate his readiness to assume a professional role.

A D U 3. Student admission requirements into CBTE programs are as important as exit requirements.

A D U 4. CBTE promotes the idea of accountability on the part of the student and the training institution.

A D U 5. Students in CBTE programs are expected to master the identified competencies in the same period of time.

A D U 6. Assessment of the student's competence uses his performance as the primary source of evidence in a CBTE program.

A D U 7. CBTE programs tend to be highly individualized.

A D U 8. CBTE programs are applicable only to preservice (undergraduate) preparation programs.

A D U 9. CBTE programs tend to be more field-centered (in contrast to campus-centered) than is true of traditional teacher education programs.

A D U 10. There are more opportunities to provide feedback to the individual learner in CBTE programs than in conventional programs.

A D U 11. Because of the nature of CBTE, most programs will be nearly identical, with few variations or alternative approaches permitted.

A D U 12. CBTE programs require that objectives are clearly specified and made public in advance of the instruction.

A D U 13. CBTE tends to broaden the base for decision-making in teacher education.

A D U 14. CBTE develops learning tasks that students master as a group in order to assure that each student is competent in each task before the group moves on.

A D U 15. Implementation of CBTE will likely alter the basic role of the instructor in the program.

A D U 16. CBTE strategy pushes educators to relate theory and practice in a systematic way and in so doing attempts to make more effective use of the public schools.

A D U 17. In CBTE, greater emphasis is placed on performance and consequence-based criteria than on cognitive-based criteria.

A D U 18. In a CBTE program there will be a need for fewer professional staff members in the teacher preparation institutions since many of the experiences will be provided in the field away from the college or university campus.

A D U 19. CBTE offers the opportunity for stronger relationships between teacher educators, public schools, and the organized teaching profession.

A D U 20. CBTE programs that have been established report less student satisfaction with skill oriented teacher education programs than with conventional course oriented programs.

A D U 21. CBTE programs tend to be rather mechanistic in their approach and overlook humanistic values.

APPENDIX B

A FOLLOW-UP STUDY OF THE MODULE ON "THE TEACHER'S ROLE IN EDUCATIONAL DECISION-MAKING" TCTA CONFERENCE ON THE IMPROVEMENT OF INSTRUCTION, 1974

I. Biographical Data:

Name _____
First Middle Last

II. Educational Background:

Degrees Held	Major	College or University	Location	Year of Graduation

Certificate(s) Held (Include Endorsements)	College or University where work was completed	Year Completed

III. Teaching Experience:

Assignment; Grade Level, Subject, etc.	School District	Address	Dates

IV. Professional Association Activity:

Professional Memberships (Please list all associations (local, state, and national) of which you are a member. Please do not abbreviate.)	Dates

APPENDIX B2

Offices, Committee Chairmanships, Memberships Held, etc.	Association	1973-1974	1974-1975	Elect For 1975-76

V. Professional Service Activity: (Please respond to this area for the 1973-74 and the 1974-75 school years.)

Role: Speaker, Panel Member, Recorder, etc.	For What Organization or Group	Date	Subject or Topic

VI. Please describe in detail any use that you have made in Professional Activities of information and/or materials that you obtained by virtue of participation in the "Teacher's Role in Educational Decision-Making" Module of the 1974 TCTA Conference on the Improvement of Instruction. Include such items as professional meetings, in-service programs, civic group presentations, etc.

VII. Please describe in detail any relationships which you have had to Local Cooperative Teacher Education Centers and/or to programs or workshops related to this topic.

(a) If you are a representative to a LCTEC indicate the colleges and school districts within which it is affiliated and indicate what group you represent in the Center. How were you chosen for this role?

(b) If you are not a representative to a LCTEC do you feel that you would be qualified to serve? If you would like to be a member of a LCTEC do you think you will be given the chance? What group do you anticipate being the most likely one to ask you to represent them?